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ABSTRACT

This insert in "Accent on ACTFL" is devoted to ways of promoting the study of foreign languages. The first section is a comic book, "The Continuing Story of Captain Fore Lang," created as an assignment by education students. The comic points out several benefits of language study. The second section is a language-specific promotion focusing on Latin. Section III is a short bibliography of books, articles and tapes concerned with the promotion of foreign language learning. (CHK)

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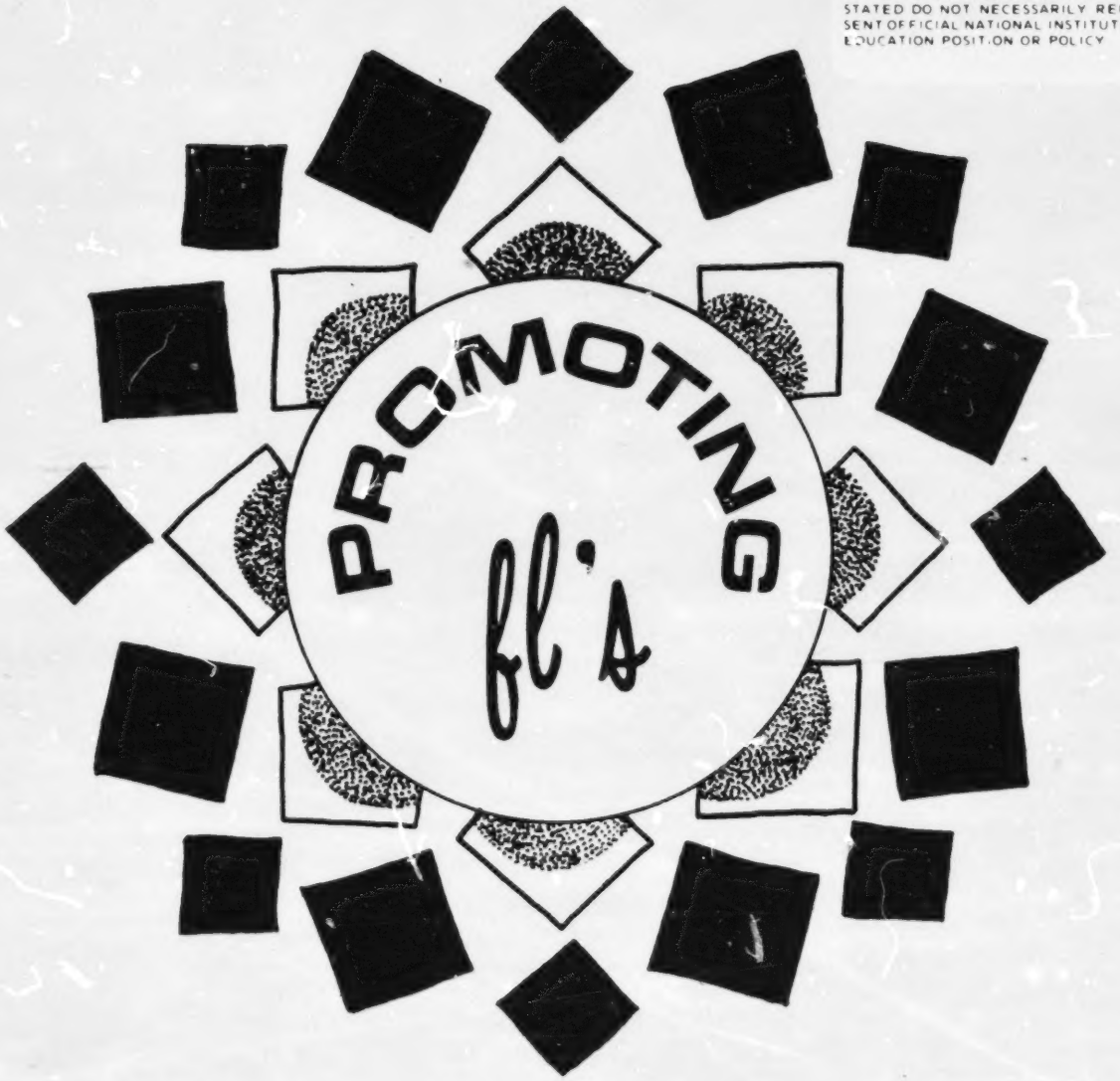


FL008155

ACCENT! -

PROMOTING FOREIGN LANGUAGES

Every teacher is constantly searching out new ways to attract students to the study of foreign languages. This **accent!** on promoting foreign languages is an effort by the Publications Committee of the Executive Council of ACTFL to provide YOU with some ideas and materials for your "recruitment" files. If your school has electric stencil making facilities, you may want to reproduce some of these materials for: (1) all students; (2) guidance counselors and/or homeroom teachers; or (3) administrators. You might want to share some of them with the PTO or PTA. You may reproduce and interact with these materials in any way you choose. You might want to remove some of the pages to use as posters; if you laminate them before posting, they will survive the corridor graffiti "specialists."

Because we consider a promotional slogan as an instructional promise to be kept, we have tried to be both honest and realistic. Please keep in mind as you read these materials the fact that they are addressed primarily to potential students and not to the teachers or scholars of the profession.

Joanna Breedlove Crane, Chairman
Jermaine Arendt
Lorraine A. Strasheim

I. A COMIC BOOK

This comic book, **The Continuing Story of Captain Fore Lang**, was created by Debra S. Burden, Elizabeth G. Summers, and Terri L. Renner, all undergraduate students at Indiana University, in completion of an assignment designed by Lorraine A. Strasheim and Robert C. Lafayette for their methods courses. The assignment follows.

SMALL-GROUP UNIT I: WHY STUDY FOREIGN LANGUAGES?

Objectives:

Given a hypothetical situation concerning the reasons why one should study foreign languages, the student will react convincingly, showing his ability to explain the merits of language learning and its place in the secondary school curriculum.

Working in groups of no more than three, students will develop a rationale for foreign-language study addressed to potential students in a simulation of the process by which departmental statements are commonly developed in schools and school systems.

Learning Activities:

Step 1: Review the materials on a rationale for foreign-language study which were distributed in class.

Step 2: Read as many of the following as you deem necessary: (a) Richard T. Hardesty. **TRANSLATING FOREIGN LANGUAGES INTO CAREERS.** (Bloomington: Indiana Language Program, Indiana University, 1970); (b) Frank M. Grittner. **TEACHING FOREIGN LANGUAGES.** (New York: Harper and Row, 1969). Read Chapter 2, "Why Should Americans Study a Foreign Language?"; and (c) Lucille J. Honig and Richard I. Brod. **FOREIGN LANGUAGES AND CAREERS.** (New York: Modern Language Association, 1974). You may also find this article in the April 1974 issue of the **MODERN LANGUAGE JOURNAL**. (This booklet may be ordered for 75 cents from the MLA Publications Center, 62 Fifth Avenue, New York, N.Y. 10011.)

Step 3: Check with your instructor to get a card identifying the members of your "faculty."

Step 4: In as many work sessions as prove necessary, the group should, through discussion and consensus, develop a response in writing to the following **problem**: because of a new school board policy permitting students to select the high school they wish to attend, your school is planning to send out an informational "handbook" to all students in the junior high schools of the city. The handbook will include information on the various extracurricular activities of the school, to be prepared by student groups, and some descriptive statements about each of the various departments in the high school. Each department in the school is to be permitted to prepare a 5-page typescript statement on the reasons a student should be interested in studying the discipline of that department.

Your group is the FL Department Committee appointed to prepare the statement to students on foreign languages. The principal's directions are as follows: 1. Keep in mind that whatever you write is to be addressed to students; 2. The handbook will be reproduced by an offset process. The typing should be neat, providing dark contrast between the type and the paper (no onion skin). People with elite type will probably want to doublespace for easier readability; and 3. Drawings and cartoons may be included in the departmental statement so long as they are a part of the 5-page limit.

Step 5: Complete the evaluations on the small-group work in class.

Evaluation:

Hand in to your instructor: 1. the text to be included in the handbook, signing the names of all the "faculty" members; and 2. the small-group evaluation forms.

Note: Although the assignment met the page limits imposed, the comic book has been slightly altered to fit the format of **accent!**.

Prattle Productions Presents
Debra S. Burden
Elizabeth G. Summers
Terri L. Renner
The Continuing Story of Captain Fore Lang
OUR STORY BEGINS IN THE HUMBLE HOME OF HIGH SCHOOL HARRY, WHO IS PONDERING THE PUZZLING PROBLEM OF PLANNING NEXT YEAR'S CLASSES...
WHY IS HIGH SCHOOL SUCH A HASSLE? HOW AM I SUPPOSED TO KNOW WHAT TO TAKE ??!
THE STUDENT HANDBOOK SAYS I'VE GOT TO TAKE ENGLISH, MATH, SCIENCE, AND SOCIAL STUDIES....
...BUT I'VE GOT TO TAKE SOMETHING ELSE!!
? ? ? ? ? ? ? ? ? ?
I WONDER IF THEY OFFER STUDY HALL II OR ADVANCED LUNCH ??!!
BUT I CAN'T PULL THAT OFF! WHAT AM I GONNA TAKE!!
WHOOSH!!!
!
ARE... YOU THE NEW NEIGHBOR?
#FG#
NO, NOT EXACTLY...
...BUT IF THINGS WORK OUT RIGHT, WE'LL BE SPENDING A LOT OF TIME TOGETHER!
WHAT DO YOU MEAN BY THAT?
WHO ARE YOU ANYWAY?!
I'M...
Captain Fore Lang!
WHAT KIND OF A NAME IS THAT?!!
IT STANDS FOR FOREIGN LANGUAGE!
(gasp) YOU MEAN LIKE FRENCH, GERMAN, AND SPANISH?! Yuck!
BRILLIANT! YOU'RE ON THE RIGHT TRACK!

BUT WHY WOULD I WANT TO TAKE A FOREIGN LANGUAGE ??? I COULD NEVER UNDERSTAND ALL THEM FUNNY WORDS!!
THAT'S WHAT A LOT OF PEOPLE THINK ABOUT FOREIGN LANGUAGE! BUT THERE'S A LOT MORE TO IT THAN JUST "FUNNY WORDS"!!
AW, COME OFF IT!!
IF YOU DON'T BELIEVE ME, JUST TAKE A LOOK AT THE FACTS!
WHAT FACTS!? THAT PEOPLE WHO TAKE FOREIGN LANGUAGE HAVE 20% FEWER CAVITIES?!
NO, FOREIGN LANGUAGE MAY NOT HELP YOUR TEETH, BUT IT CAN HELP YOU IN A LOT OF DIFFERENT WAYS!!
FOR INSTANCE???!
LEARNING A FOREIGN LANGUAGE CAN HELP YOU LEARN ABOUT ANOTHER CULTURE.
WHY COULDN'T I JUST TAKE A CULTURE CLASS AND LEARN THE SAME THINGS?!
LEARNING THROUGH A CULTURE CLASS WOULD MEAN THAT MATERIAL FROM THE FOREIGN CULTURE WOULD HAVE TO BE TRANSLATED AND EVEN THOUGH MOST PEOPLE DON'T REALIZE IT, THERE ARE MANY WORDS AND FEELINGS THAT JUST DON'T TRANSLATE EXACTLY!
NOT ONLY THAT, WE CAN BETTER UNDERSTAND A FOREIGN PERSON'S LOGIC THROUGH HIS LANGUAGE.
HOW SO?
FOR EXAMPLE, GERMANS PLACE THE HOUSE NUMBER AFTER THE NAME OF THE STREET...
YEAH, PRETTY DUMB, HUH?!
WHEN YOU LOOK FOR SOMEONE'S HOUSE, DO YOU LOOK FOR THE STREET FIRST, OR THE HOUSE NUMBER?
WELL, THE STREET OF COURSE!
BOY, IS HE DUMB!!
WELL...?
YEAH, I SEE WHAT YOU MEAN!
OKAY, MAYBE LEARNING THE LANGUAGE IS A BETTER WAY TO LEARN ABOUT THE CULTURE.
BUT WHY SHOULD I LEARN ABOUT A FOREIGN CULTURE IN THE FIRST PLACE!? CHANCES ARE THAT I'LL NEVER GO TO ANOTHER COUNTRY!
LOOK AT HOW MANY AMERICANS THERE ARE RIGHT HERE IN THE GOOD OLD U.S.A. WHO STILL HAVE FOREIGN CUSTOMS! YOU PROBABLY HAVE SPANISH NEIGHBORS RIGHT HERE IN THE COMMUNITY WHO STILL HAVE SOME OF THE CUSTOMS OF THEIR ANCESTORS.
AND YOU SAY YOU'LL PROBABLY NEVER VISIT ANOTHER COUNTRY - BUT WITH FRENCH CANADIANS TO THE NORTH, AND SPANISH-SPEAKING MEXICANS TO THE SOUTH, YOU WOULDN'T HAVE TO TRAVEL VERY FAR TO FIND YOURSELF IN ANOTHER COUNTRY!!
NOT ONLY THAT, LOOK AT HOW MANY FOREIGN TRAVELERS AND STUDENTS WE HAVE IN THE U.S. RIGHT NOW! WE CAN HELP THEM FEEL MORE AT HOME IF WE KNOW SOMETHING ABOUT THEIR LANGUAGE AND CULTURE.
MAYBE I DON'T FEEL LIKE BEING A "GOOD NEIGHBOR"! IF THOSE PEOPLE COME HERE - THEY SHOULD SPEAK ENGLISH!
WAIT A MINUTE - I'M NOT THROUGH YET! WE HAVE FOREIGN MOVIES, T.V. SHOWS, & SPORTS BROADCASTS FROM OTHER COUNTRIES. LOOK AT HOW MUCH YOU MISS OUT ON, JUST BECAUSE YOU DON'T SPEAK THE LANGUAGE!

WELL THAT MEANS I'D HAVE TO LEARN ALMOST EVERY LANGUAGE TO GET ALL THOSE SHOWS!
YOU'LL PROBABLY NEVER LEARN ALL THOSE LANGUAGES – BUT EVEN IF YOU ONLY KNOW ONE YOU'VE GOT JUST THAT MUCH MORE CHANCE OF CASHING IN ON THE GOODIES!!
YEAH, WELL I'M HAPPY ENOUGH WITH AMERICAN SHOWS – I DON'T NEED THAT OTHER STUFF!
BOY, IS HE A TOUGH ONE TO CONVINCE!
LET ME ASK YOU A QUESTION ... HOW GOOD ARE YOU IN ENGLISH?!
WELL.....
DID YOU KNOW THAT FOREIGN LANGUAGE CAN HELP YOU WITH ENGLISH?!!
OH, SURE IT CAN!
OH, BROTHER!!
IT'S TRUE! ASK ANY STUDENT – YOU REALLY LEARN HOW ENGLISH WORKS WHEN YOU COMPARE IT TO ANOTHER LANGUAGE!
BUT I WANT TO TAKE CLASSES THAT WILL HELP ME GET A GOOD JOB! I WANT TO GET ENOUGH CASH TO BUY A REALLY COOL SET OF WHEELS!
A LOT OF JOBS NEED A FOREIGN LANGUAGE – AND EVEN THOUGH IT MAY NOT BE REQUIRED, IT CAN SURE HELP! THE ARMED SERVICES, PEACE CORPS, WORLD HEALTH ORGANIZATION, UNITED NATIONS, U.S. DEPARTMENT OF STATE....
OKAY, OKAY!
AND WHAT ABOUT YOU?! A PERSONAL SATISFACTION – JUST KNOWING SOMETHING YOU DIDN'T KNOW BEFORE!
OKAY, OKAY! I'M CONVINCED, BUT...
BUT WHAT?
WELL... CAN I LEARN A FOREIGN LANGUAGE? I'M NOT THE GREATEST STUDENT IN THE WORLD! THE BEST ATHLETE – YES! BUT NOT THE BEST STUDENT.
EVERYONE CAN PROFIT FROM A FOREIGN LANGUAGE. IF YOU CAN SPEAK ENGLISH, YOU CAN LEARN TO SPEAK A FOREIGN LANGUAGE – IF YOU WANT TO!
WELL, WHAT LANGUAGE SHOULD I TAKE?
LOOK AROUND – THEN DECIDE!
ZOOM!
BOY! SOMETIMES I WISH I'D BECOME A FIREMAN, LIKE MY DADDY WANTED ME TO! THESE HIGH SCHOOL KIDS CAN BE MURDER!!!

Adapted from: Frank M. Grittner. TEACHING FOREIGN LANGUAGES (New York: Harper & Row, 1969): pp. 22-38.

ME? LEARN LATIN?

II. THE "LANGUAGE SPECIFIC" PROMOTION

This set of materials is reproduced not because the Publications Committee of the ACTFL Executive Council believes that Latin should be handled separately, but, rather, because it represents a slightly different approach to the promotion of a single language. The creators of these materials were aiming at a set of materials which would provide a learning experience in and of themselves – in addition to "selling" the language.

ME? LEARN LATIN? was designed for **students**, guidance counselors, administrators and Latin teachers. The set of materials was prepared by Lorraine A. Strasheim, the Coordinator for School Foreign Languages, Indiana University, with the cooperation of the Indiana University Department of Classical Studies and the Latin Resource Committee of the Indiana Classical Conference, Incorporated, in 1974. The members of the Latin Resource Committee were: Bernard Barcio, Washington Township Schools, Indianapolis; Kathleen Burke, Southwest Allen County Schools, Fort Wayne; John Helms, Valparaiso University, Valparaiso; Edwin Ramage, Chairman, Department of Classical Studies, Indiana University, Bloomington; Jane Ann Reinitz, Warrick County Schools, Boonville; Dan Scavone, Indiana State University – Evansville; Ronald L. Tetrick, Kokomo-Center Township Consolidated Schools; Anne Thompson, Gary Community Schools; and Lorraine A. Strasheim.

Through the Coordinator's office, a set of materials for Russian, **RUSSIAN? КОНЕЧНО!**, are available for two ten-cent stamps. (The Coordinator for School Foreign Languages, 317A-318 Memorial West, Indiana University, Bloomington, Indiana 47401.)

Deciding what courses to take at _____ High School can be confusing and frustrating. Very often you don't know much more than the name of the subject. Here is some information about Latin – what you can expect and some things you will do.

One of the most important reasons for studying Latin is one you don't read or hear about often. Latin will help you to develop an ATTITUDE which will lead to UNDERSTANDING other people – and YOURSELF – better.

If we look at one way of doing things long enough, we begin to assume that it is the "right" way and that any other way of doing things is wrong, odd, stupid or funny.

Look at this Roman boy and girl. Are they dressed "correctly"? Or do they just look strange? Funny? Uncomfortable?

Publius (the boy) and Secunda (the girl) are, of course, dressed "correctly"; they are dressed in the style of their time and their country. Styles of dress frequently show allegiance – as you do when you wear your school colors.

Publius' and Secunda's fathers wore their Roman togas as a badge of their citizenship. They felt that trousers were a costume to be worn only by barbarians – those who were not Romans.

And the toga was much more than a sign of Roman citizenship to Publius' and Secunda's fathers, although in ancient times there were no more important words than *CĪVIS RŌMĀNIS SUM* – "I am a Roman citizen." The toga was also a symbol of the equality of all Roman citizens. On formal occasions – at public games, at religious ceremonies, in political and governmental gatherings – **all** Roman men, regardless of their social class or their financial worth, wore the white toga.

(In case you don't remember, the *TOGA* is the long white "bedsheet" in which Roman men draped themselves.)

CAN YOU DISCOVER, IN LEARNING LATIN, THAT ANOTHER PERSON'S POINT OF VIEW MAKES JUST AS MUCH SENSE AS YOURS?

LET'S SEE.

The Latin language makes some distinctions that English does not. English speakers say "uncle" without specifying whether it is the mother's or the father's brother who is meant. But to Publius and Secunda, relationships were more precisely defined, for these relatives had different kinds of responsibilities within the framework of the extended family. Our Roman boy and girl call the father's brother *PATRUUS* and the mother's brother *AVUNCULUS*.

Does this seem strange? Or are there times when it might be handy to be able to make this type of distinction?

We also say "friend" and no one can tell – without further information – if that friend is male or female, but the Roman used *AMĪCUS* to refer to a male friend and *AMĪCA* to refer to a female one.

The Roman had other distinctions, too. A personal enemy was an *INIMĪCUS*, but a national enemy was *HOSTIS*

Kind of helps, doesn't it, to make certain that both parties in a conversation are understanding each other? And every Roman boy learned these distinctions just as you have learned the English you speak.

That's all well and good – even kind of interesting, but you've heard that Latin is a "dead" language. Who wants to study a "dead" language? What use is a "dead" language?

puer Rōmānus togātus*

* A Roman boy in a toga.

"A language is officially 'dead,' " as Waldo E. Sweet explains, "when there is no one who learned to speak if from his father and mother as a child. There is no one alive today who learned Latin as his native language from his father and mother. Therefore Latin is called a dead language."

BUT JUST HOW "DEAD" IS LATIN?

You've been speaking Latin all your life and you didn't even know it!

If a Roman were to come to life today and be faced with learning English, he or she might not find our language all that "foreign." Ever used any of these words?

junior
senior
plus
minus
major
minor
maximum
minimum
interior
exterior
superior
inferior

puella Rōmāna*

Here's some more Latin you've been speaking:

animal
auditorium
vacuum
favor
rumor
arena
stimulus
census
omen
spectator
genius
senator

(If you know the Latin teacher, Mr./Miss/Mrs. _____, ask him/her to pronounce these words for you in Latin. Just go up and ask; it will be a good chance to get acquainted.)

Two or three years of Latin study can be of enormous assistance in building your English vocabulary, too. At a certain point, one of the real values of learning any foreign language is a better awareness of how English works. Many people say that they never really understood English until they studied Latin.

Many languages claim their origin from Latin. Latin is therefore an excellent "underpinning" for learning other languages. Consider the numbers from one to five.

	1	2	3	4	5
LATIN	*ŪNUS*	*DUO*	*TRĒS*	*QUATTUOR*	*QUĪNQUE*
Italian	uno	due	tre	quattro	cinque
French	un	deux	trois	quatre	cinq
Spanish	uno	dos	tres	cuatro	cinco
Portuguese	uma	dois	três	quatro	cinco
Romanian	un	doi	trei	patru	cinci

It is precisely because of the fact that so many languages are related to Latin that a professional translator has said: "Speaking of language bargains, Latin is the greatest of them all." Before we see exactly why he said this, however, let's consider a few more examples.

LATIN	Italian	Spanish	French	English Meaning
oculus	occhio	ojo	oeil	eye
ōtium	ozio	ocio	oisiveté	leisure
perīculum	pericolo	peligro	péril	danger
officium	officio	oficio	office	duty
bonus	buono	bueno	bon	good
vērus	vero	verdadero	vrai	true
magister	maestro	maestro	maître	teacher, master
bellus	bello	bello	belle	pretty
hūmānus	umano	humano	humain	human
beātus	beato	beato	béat	blessed
bāsium	bacio	beso	baiser	kiss
rārus	raro	raro	rare	rare

And now, about that "language bargain":

> *There is yet another language every scientific translator would be well advised to study; in some ways it is the most important. I am, of course, referring to Latin. It is the best language investment he can make; for every ten Latin words he learns, he will pick up from five to ten words of French, Spanish, German, and English at absolutely no extra cost in time or effort. Speaking of language bargains, Latin is the greatest of them all.*
>
> **. . .Henry Fischbach**
> **Director, The Language Service, Incorporated**

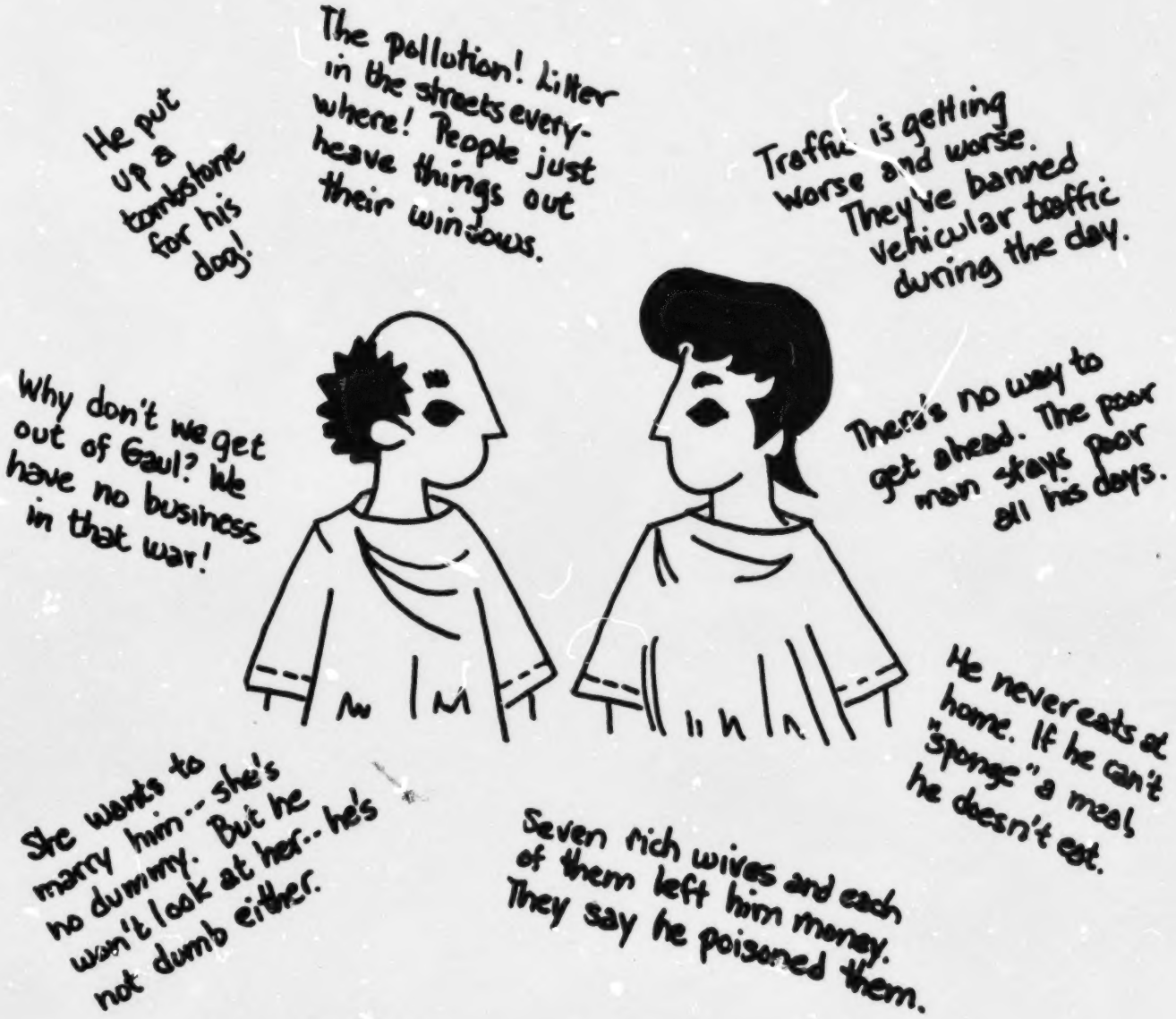
A job abroad one day may well "require" you to learn a language we cannot begin to identify today. Latin might give you the "edge" you need – above and beyond the simple learning of how to learn a language.

You probably would like to improve your English skills – whether or not you are planning to attend college – but you may still be troubled by the prospect of studying what some people foolishly call "dead" ideas – the ideas of the Romans who did, after all, live over 2,000 years ago. Let's check out those "dead" ideas.

* A Roman girl.

What do you suppose these two Roman men might be discussing?

They have just met on the street in ancient Rome.


He put up a tombstone for his dog!
The pollution! Litter in the streets everywhere! People just heave things out their windows.
Traffic is getting worse and worse. They've banned vehicular traffic during the day.
Why don't we get out of Gaul? We have no business in that war!
There's no way to get ahead. The poor man stays poor all his days.
He never eats at home. If he can't "sponge" a meal he doesn't eat.
She wants to marry him -- she's no dummy. But he won't look at her -- he's not dumb either.
Seven rich wives and each of them left him money. They say he poisoned them.

These people (the Romans and the Babylonians) had the same troubles we have now. Men don't change. The only thing new in the world is the history you don't know.

. . . President Harry S. Truman

In general, everyone can profit from some contact with Latin. If you speak English so that people can understand you and if you read English with comprehension, then you can learn Latin – if you want to.

It is true that if you are planning to attend college, you should know that at many colleges, foreign-language study is an ENTRANCE requirement. At a great number of colleges and universities, foreign language is a GRADUATION requirement, that is, you must fulfill a required number of credit hours. Your guidance counselor can help you find out about the colleges and universities in which you are interested. BUT EVERYONE CAN PROFIT FROM SOME CONTACT WITH LATIN, COLLEGE-BOUND OR NOT!

If you are not a "brain," you might be interested in the fact that several school systems in the country – Philadelphia, Washington, D.C., and Indianapolis, for example – offer Latin to culturally deprived elementary school children because of their conviction that Latin contributes to vocabulary building and other word skills which improve reading. Many of these programs have been funded by the U.S. Office of Education and the National Endowment for the Humanities. These Latin programs emphasize oral Latin, reading, and derivative (English words coming from Latin) studies.

A lot of people worry about the grammar of a foreign language. Since each language "operates" with its own set of rules (grammar), you cannot expect Latin to work like English. To see how different languages work, let's play with some AZTEC so you can test your own abilities in this area.

Look at this AZTEC sample, then see if you can answer the questions which follow.

Aztec Word	English Meaning
ikalwewe	big house
ikalsosol	old house
ikalcīn	little house
petatwewe	big mat
petatsosol	old mat
petatcīn	little mat

Aztec Word	English Meaning
kōyamecīn	little pig
kōyamemeh	pigs
kōyamewewe	big pig
komitwewe	big cooking pot
komitsosol	old cooking pot
komitcīn	little cooking pot
ikalmeh	houses
komitmeh	cooking pots
petatmeh	mats

Pick out the way in which this Aztec dialect shows each of the following meanings. (The answers are below.)

1. cooking pot
2. house
3. old
4. little
5. mat
6. big
7. more than one – the plural
8. pig

ANSWERS

1. komit-
2. ikal-
3. -sosol
4. -cīn
5. petat-
6. -wewe
7. -meh
8. kōyame-

NOW LET'S TRY JUST A TINY BIT OF LATIN! LOOK AT THE LATIN AND TRY TO ANSWER THE QUESTIONS WHICH FOLLOW:

Puella puerum laudābat.	The girl was praising the boy.
Puella puerum laudābit.	The girl will praise the boy.

1. How does this example of Latin show future time – that something is going to happen later on?
2. How does this example of Latin show past time – that something happened before now?

ANSWERS

1. The -bi- in the verb laudābit.
2. The -ba- in the verb laudābat.

By now you should realize that we study Latin for essentially the same reasons for which we study the modern foreign languages – to expand our linguistic and cultural "boundaries." Through Latin you will have an opportunity to develop a sense of the significant past by coming into contact with the Roman world. And you will learn a lot about our country's political, social, legal, and linguistic "debts" to Rome in the process. Most important of all, you'll learn a lot about OUR culture and YOURSELF.

If you're still troubled by that "dead" business, keep in mind what the late William Riley Parker, Distinguished Service Professor of English at Indiana University, said:

> To live intellectually ONLY IN ONE'S OWN TIME is as provincial and misleading as to live intellectually ONLY IN ONE'S OWN CULTURE.

Latin gives you a chance to learn the universal experiences all men in all centuries must learn in order to realize the real potential of being human.

Your time and **our** space do not permit our discussing all the fascinating studies continued Latin can lead to – mythology, archaeology, Roman comedy and satire, politics – and just the plain satisfaction of learning something new.

And here is a Latin wish for good luck, whether or not you enroll in Latin.

DEXTRO !PEDE!

DEXTRO PEDE! means, literally, "Get off on the right foot!" And that's really what it's all about – learning Latin and/or living.

Now then, if you have decided that Latin is not for you, what about French? German? Spanish? Does your school offer Russian?

ACKNOWLEDGEMENTS

These materials are closely patterned after and borrow from the Minnesota Department of Education bulletin "**WHAT ABOUT FOREIGN LANGUAGES?**," produced by Mr. Percy Fearing, Foreign Language Consultant for the State of Minnesota; Mrs. Judith Gartner, French teacher, Mounds View High School; Mr. Howard Hathaway, Foreign Language Consultant, St. Paul Public Schools; Mr. Almon Hoye, Principal, Marshall University High School; Mrs. Lou Slocomb, French teacher, Moose Lake High School; Chris Horty, a student at Mounds View High School; and Mr. Herb Hultgren, art teacher, Winona Junior High School.

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Merle Miller. **Plain Speaking.** An Oral Biography of Harry S. Truman. (New York: G.P. Putnam's Sons, 1973, 1974).

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III. A "PROMOTIONS" LIBRARY

Lucille J. Honig and Richard I. Brod. **FOREIGN LANGUAGES AND CAREERS.** Reprint of the April 1974 **MODERN LANGUAGE JOURNAL** article.

Language as an Auxiliary Skill: Business, Industry and Commerce; Civil Service; Education; Law; Library Science; Media; Science; Social Sciences; Travel and Tourism.

Language as a Primary Skill. Foreign Language Teaching; Interpreting and Translating.

75 cents (10-49 copies, 50 cents each; 50 copies or more, 25 cents each). MLA Publications Center (Order Number W340), 62 Fifth Avenue, New York, NY 10011.

Frank M. Grittner, editor. **STUDENT MOTIVATION AND THE FOREIGN LANGUAGE TEACHER.** (Skokie, Illinois: National Textbook Company, 1974.)

a. Gertrud Meyer. "Making the Foreign Language Program Visible to the Public: The Language Festival."

Planning; Establishing the Program Format; Festival Activities; Floor Plans; Evaluations and Recommendations.

b. Constance K. Knop. "Gaining Better Student Support for the Foreign Language Program."

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TAPE: WHAT THE PEOPLE WHO KNOW HAVE TO SAY ABOUT THE IMPORTANCE OF FOREIGN LANGUAGE STUDY

The Joint National Committee for Languages' set of famous personalities expressing their opinions about the importance of foreign language study: Carroll O'Connor, Craig Stevens, Alexis Smith, Anthony Franciosa, Jack Lemmon, Telly Savalas, Kirk Douglas, Liza Minelli, Morton Gould, Elaine Malbin, David Janssen, Peter Falk, Roddy McDowall, Richard Tucker, Robert Q. Lewis, and Neil Simon. Tape 1 is in a radio spot announcement format – introduction, comment, closing – with Phil Tonkin doing the announcing and narration. Tape 2 is the same basic material without introductions or closings to each personality's statement. Tape 2 should be useful for classroom use, for advertising over school intercoms, for back-to-school night presentations to parents, or for community presentations. A single tape sells for $5.95, a set of both tapes is $8.95. They can be ordered from: Dr. Eugene Savaiano, Secretary-Treasurer, American Association of Teachers of Spanish and Portuguese, Wichita State University, Wichita Kansas 67208.

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Peace Corps Seeks Culturally-Aware Professionals to Staff Overseas Programs

The Peace Corps, now a part of ACTION, is looking for highly-qualified professionals who are capable of co-ordinating the efforts of volunteers (currently approximately 7,500 are working in over 60 developing nations on three continents), who can work with host-country government officials at the ministry level on developing and evaluating programs, and who can play a vital role in the implementation of a country's growth and development plan. Qualifications include administrative and leadership skills, an ability to adapt to and function within another culture, and experience in developing programs. In addition, many positions require fluency in a second language (most frequently French or Spanish).

Vacancies range from technically-oriented positions in education, health and agriculture to positions requiring general management skills and experience. Annual salaries are from $10,000 to $25,000 plus attractive fringe benefits. The length of assignment is two and one-half years, with the possible option of a two and one-half year extension, based on Peace Corps need and employee performance. Interested persons are invited to contact Ms. Helen E. Woodman, Staff Recruiter, Office of Personnel Management Peace Corps/ACTION, Washington, D.C. 20525 (Phone: 202-254-7300).